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ABSTRACT

This booklet is intended to stimulate new interest in the need of young adolescents to take on meaningful roles and to help planners and practitioneers to translate that interest into youth participation programs. There are three major sections. Section I examines the special needs and characteristics of youth in the 10 to 14 age group. Discussed is how youth participation programs can offer almost endless possibilities for meeting the specific needs of early adolescence. The role of the adult leader in facilitating programs is also examined. To provide ideas and examples for those wanting to start their own youth participation programs, section II presents five case studies: a Community Service and Career Exploration Program in Shoreham, New York; a Peer Tutoring Program in Indianapolis, Indiana; a GUTS (Government Understanding for Today's Students) program in Bronx, New York; a Cooperative Science Education Program in New York City; and a Junior Historian Club in Ahoskie, North Carolina. Implementation is the focus of section III. Discussed are program components, practical guidelines for starting a program, the role of the adult facilitator, and tips for working with community resource people. Recommendations from a practitioner are also presented. Appendices contain brief sketches of additional programs, the addresses and contact people for the programs described in section II, a bibliography of resources, and a listing of the publications of the National Commission on Resources for Youth. (RM)

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Acknowledgments

This booklet marks another step in NCRY's continuing effort to expand opportunities for young people to participate actively in the society. It is the outcome of a Project to Promote Youth Participation for the Early Adolescent, made possible by a grant from the Mary Reynolds Babcock Foundation. We hope it will stimulate new interest in the need of young adolescents to take on meaningful roles, and that it will help planners and practitioners to translate that interest into new programs.

In preparing this booklet, NCRY has drawn upon the wisdom and experience of many people. We are indebted especially to the small group who, in December of 1980, reviewed an early draft of the background paper which, revised, has become Section I of this booklet. Many of their suggestions have been incorporated in our text. This group also spent a day examining with us the needs and characteristics of ten to fourteen year-olds and their implications for program planners and practitioners. Our thanks to: Cole Genn, Director, Academy for Environmental Science, Community School Districts #2 and #4, New York; Diane Harrington, consultant in arts and education, Hunter College and Community School District #4, New York; Charity James, author (*Beyond Customs*, and *Young Lives at Stake: The Education of Adolescents*) and education consultant; Mary Conway Kohler, Chairperson, NCRY Board of Directors; Dennis Littky, former Principal, Shoreham-Wading River Middle School, New York; Reginald Mayo, Principal, Jackie Robinson Middle School, New Haven; Suzanne Thompson, formerly Director, Partners School, Denver; and Mary Hunter Wolf, Director, Center for Theatre Techniques in Education.

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Special thanks must go to the staff members and the young people themselves whose projects we have reported. Their willingness to share problems, as well as successes, so that others may learn from their experience, gives this guide a grounding in reality it could achieve in no other way. We are grateful to the Center for Early Adolescence and its Director, Joan Lipsitz, for their encouragement in our effort to promote Youth Participation for the early adolescent.

As in all of NCRY's undertakings, our small central staff and our national network of Associates provided invaluable assistance throughout this project, seeking out, visiting, and reporting programs, and serving as sounding boards. Ellen Lippmann, coordinator of the NCRY clearinghouse, merits special mention; her help was essential at every stage.

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Finally, we at the Commission wish to express our sincere gratitude to the Mary Reynolds Babcock Foundation, Winston-Salem, NC. Their understanding of the importance of developing opportunities for these young people, and their sensitivity to the qualities which distinguish early adolescence from other periods, made it possible for us to undertake this project.

I'm all alone. Where is everybody? I'm scared. Everything seems to be quiet. I'm looking around for something, but I don't know what it could be. I'm looking. Yes, I'm looking for something great something wonderful. The world seems to be whispering words to me and blowing my hair. Stop! Stop! Stop! I need help. I keep on walking but I'm so tired I just can't take another step. I can't stay awake. I'm falling, falling. I need help. I'm all alone.

Lourdes Vendrell
7th grade, 1979-80
New York Community School
District 4, East Harlem

Foreword

Early adolescent youngsters in our society are becoming an increasingly noticed population. Their increased notoriety is partly due to the press coverage which accompanies their periodic tendency for violence or truancy. Adults are horrified when the worst side of early adolescent behavior makes news, and rightfully so.

There is, however, a strong movement developing in North America which aims to convert the unused pool of early adolescent person-power into socially constructive and personally beneficial programs. The booklet you hold in your hand represents one of the most innovative and potentially rewarding youth-promoting programs of the past two decades. The National Commission on Resources for Youth has decided to take action with an age group that heretofore has received virtually no options for creative involvement in their society.

The ambitions of NCRY are heady, but two-sided. Not all people believe that early adolescents are developmentally ready for the kinds of activities which make a genuine contribution to family or community. One school of thought insists that youngsters of this age should not be saddled with social responsibilities; or that school itself is sufficient involvement for them. I do not subscribe to this viewpoint; neither does NCRY as you shall shortly discover. Early adolescents have not finished growing, therefore they do not possess the talents they will have at age 18 or 19. However, their range of abilities, their capacity for invention, and their creative ingenuity is far greater than conventional wisdom proclaims. I believe that programs which start from the premise that young teenagers are capable of carrying to completion worthwhile projects are much more likely to meet with success than programs which assume that early adolescents are helpless and non-productive. Virtually every youth-oriented project begun during the past thirty years has yielded the following encouraging findings: youngsters consistently prove to be more innovative, intelligent, and industrious than was predicted by the "experts".

A trait which distinguishes early adolescents from older teens is that younger adolescents almost never benefit from group projects unless they are fortunate enough to receive top quality adult guidance and supervision. Late adolescents are much more likely to conceive an idea and carry it to comple-

tion without the benefit of adult supervision. Thus, the cardinal rule for early adolescent participation goes like this: projects are successful in direct proportion to the talent and enthusiasm of the adults who supervise them.

Early adolescents are not peaches and cream. Their supervision poses special problems because they do not possess the sophistication, the maturity of outlook, the intellectual refinement, or the emotional depth of late adolescents. By every known developmental criterion, early adolescents are somewhat inferior to their elders. However, they do possess skills in greater abundance than they are given credit for. We have sheltered and isolated youngsters of this age for over three generations, and the truth of the matter is that we suffer a collective memory lapse with regard to their human virtues and their productive skills. I believe that current empirical research confirms that, given proper adult direction, early adolescents can carry to fruition work projects which make a genuine contribution to their immediate lives, and in many instances, which genuinely enhance the human ecology of their larger community. The continued waste of this talent pool is no longer acceptable. Innovative programs which emphasize legitimate work projects, which take into consideration the weaknesses and strengths of our early adolescent citizens, and which make a distinct effort to contribute to the welfare of the overall community, are desperately needed.

Many youngsters hunger for activities which allow them to become more effectively involved with the mechanics of their larger environment. For some younsters this "hunger" is so powerful it can be understood as a need to contribute. This need is not taken seriously by the schools because they have all they can handle "educating" younsters; it is not taken seriously by parents because early adolescents rarely work effectively around the household, and parents simply will not believe that their children have a need for significant work. The need to contribute is, however, taken very seriously by the National Commission on Resources for Youth. And I heartily endorse their attempts to transform their convictions into socially constructive programs which assist young people in mastering important life tasks.

It is important to recognize that "Youth Participation" as envisioned by the NCRY is not identical to what some educators call "work experience". The difference between these two terms is important because during the past decade "work experience" has become a label for a wide assortment of youth projects which are tedious at the personal level and insignificant at the societal level. Work experience of this sort serves no developmental function for adolescents and, in the long run, probably encourages worker alienation more than it reduces it. Work merely for the sake of work is not what Youth Participation is about. Youth involvement projects which are trivial, boring, or non-significant in their socie-

tal contribution are not worth the adult energy required to run them!

Many experts believe that the school system unto itself does not yield maximum benefits to adolescents or their community. Viable options are needed in order that youth may experience realities which schools do not deal with, and options are needed which draw out of youth the kind of community contributions which presently are beyond the mandate of the public school system. The ideas described in this booklet represent one of the ways the 80's are coming to grips with a problem every society encounters: how to educate and socialize youth while at the same time creating opportunities for them to make a genuine contribution to their culture.

John J. Mitchell
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Alberta, Canada

I. Youth Participation and the Early Adolescent

Some Background

In recent years programs of Youth Participation have proliferated, and the desirability of giving young people opportunities to share in decision-making and to assume active responsibility has gained wide acceptance. On examination, however, we find that most of these projects involve young people over the age of fourteen. Programs for the early adolescent have failed to keep pace with the growth in the field as a whole, or with the needs of the ten to fourteen-year-old population.

Many of the criteria NCRY has established* for outstanding Youth Participation programs apply regardless of the age of the participants, and many of the characteristics customarily ascribed to the adolescent period as a whole are shared by the early adolescent. Yet it is generally recognized that the developmental needs of this group are neither the same as the so-called "latency" period, from which these young people are just emerging, nor of the older adolescent group. There is evidence that the age of puberty has moved downward two years in the last four decades, and research also tells us that alienation and "anti-social" behavior have become more widespread among the 10-14 group. (The need for more positive planning for this age group is reflected in the fact that it is the only age group currently experiencing a rise in the otherwise declining birth rate in this country; it is also the group with the highest rate of "school crime," -- vandalism and the like.) If we are to identify and strengthen programs that will indeed help to make these years a time of positive growth, we must define the special needs and

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* NCRY's model for Youth Participation includes four major components: action in the community that meets a real need, opportunities to work in a collaborative relationship with peers and adults, a share in planning and in making decisions, and reflection.

characteristics of "late latency" and early adolescence.*

Characteristics of the Early Adolescent

Sound program planning for these young people must respond, not to some general notion of what they are like, but to the specific needs of their stage of development. In differentiating between early and late adolescence, we must recognize that there are few absolutes in human development. The differences are largely a matter of proportion and of emphasis, but in the aggregate they are significant.

The *physical changes* of early adolescence are the most obvious. The emergence of secondary sexual characteristics, and endocrinological changes with their accompanying mood swings, give rise to a new self-awareness. In fact, these changes may occur so rapidly that the early adolescent feels like a stranger within a once-familiar body. But just as the individual's growth and physical change is uneven, variations among his or her peers are dramatic; any group of eleven-year-olds is likely to include some with the physical characteristics typical of those two years younger, and as many who might easily be taken for fifteen-year-olds. Programs for these young people should allow the participants choices, so that they may find that activity which suits them best at a particular time, and should offer a variety of roles, along with opportunities to move from one role or task to another.

Another element in the development of the early adolescent is an *increase in self-doubt*. Along with the growing ability to analyze, to engage in critical thinking, there is an awareness of one's limitations, some questioning of what is in store and of one's ability to cope successfully with whatever lies ahead. This erosion of the self-image suggests a special need for programs that will help youngsters to develop positive feelings about themselves. Perhaps more than at any other stage, programs for this age group should stress each individual's positive qualities, allowing multiple opportunities to demonstrate and to build upon strengths. The time to focus upon what they lack (what "needs improvement") will come later.

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* Psychiatrists often label the years from ten to twelve, or the period immediately preceding the onset of puberty, "late latency", and consider that early adolescence covers the years immediately following puberty. In some quarters, the term "transescence" has been adopted to describe this period.

Moral and ethical development represents another kind of growth spurt at this period. Where the child tends to be a pragmatist, and to deal with events and issues somewhat in isolation, young adolescents begin to seek governing principles and to formulate codes and systems which enable them to arrive at judgments and standards for themselves and for others. As the capacity for critical thinking develops, so does the motivation to make ethical decisions. Participating in programs of community service or social action provides opportunities for exploring and acting upon ethical values.

Closely related to the increased ability to think critically is the *power to deal with the abstract*. Recent research findings suggest, however, that as with every other aspect of development, abstract thinking develops unevenly, and that perhaps as many as 75% of the age group have not completed the transition from concrete to formal operations. This is in no way a barrier to their successful involvement in a program of Youth Participation. It does, however, point up another age- or stage-related need: the need for real outcomes -- an elderly person less lonely, a polluted stream cleared up, a source of school lunch hour conflicts removed, a landmark preserved. It points up, too, the particular value of the reflective component for this age group. This is the Youth Participation program component in which time is set aside regularly for guided discussion and thought about the meaning of one's experience.

The early adolescent typically is far more introspective than he or she was only a short time earlier. This *heightened introspection accompanies the young people's need for self-definition,* for seeing themselves in a continuum -- reaching from childhood into the adult years. One aspect of this process has been described as "the dawning of a sense of future". Thus, pre-teens and young teenagers who take part in Day Care Helper programs not only have the satisfaction of performing a needed service, but also may gain new perspectives on their own development, with an opportunity to relive and integrate the child-self into the present. Programs dealing with local history or culture may also promote the re-forming of self-esteem and a sense of identity, especially for those young people who identify strongly with an ethnic group, a neighborhood or a region.

Introspection and the need to experience one's uniqueness, are accompanied, like so many of the characteristics of this period, by their opposite, "The Outward Journey", as John Mitchell calls it. This "journey" includes the *strong need to be part of a group* -- to collaborate. Youth Participation programs of all kinds can respond to that need. Some of the most successful programs for this age group are based on affinity groups -- small groups of friends who not only share a purpose but also enjoy being

together. There should also be opportunities to try out new social roles, and with new people. The opportunity to cooperate, to experiment with relationships, to form friendships and to deal honestly with feelings of competition or antagonism, can be a major facet of Youth Participation.

The early adolescent is also characterized by *growth in skills, and an interest in acquiring new skills.* However, this interest may be restrained by the fear of failure. Activities that give these young people a chance to use their skills, and to learn new ones, can promote a sense of mastery and competence which can help them to deal with the uncertainty and the kaleidoscopic quality of much of their lives. Energy and conservation programs involving young people present opportunities for theoretical and practical learning. Youth Tutoring Youth programs not only encourage the tutors to sharpen their skills, but also provide recognition and satisfactions as their competence serves others.

The significance of these success experiences can hardly be overestimated. While adults have had a variety of successful life experiences -- a kind of "reserve" on which we can draw when facing failure or rejection -- the young adolescent, being in so many ways a "new" person, has few such experiences in reserve, and is peculiarly vulnerable to experiences of failure.

Joy is another powerful element in the world of adolescent emotion. The joy of discovery of self, of ideas, of others, is important in itself, and also as sustenance to nourish the young person facing the difficult tasks of this stage. Programs involving these youngsters msut have room for their joy, their sense of fun, their bursts of spontaneous laughter.

This profile of the early adolescent suggests certain needs which practitioners should keep in mind when planning for this age group.

Early adolescents need:

- to test and discover new skills.
- to develop a sense of competence, an antidote to the self-doubt of this period.
- to socialize, to develop close friendships. Their conflicting needs for conformity and for uniqueness require some relationship with their peers, a new testing ground for themselves as social beings.
- a place to go -- an environment which is very much their own, where they can retreat from the demands and conflicts of the larger setting. At the same

time, they need freedom to take part in the world of adults, to move away from the isolation of childish roles.

- to know a wide variety of adults who represent different backgrounds and occupations.
- to know that they can speak and be heard, that they can make a difference.
- to test a developing morality and value structure in authentic situations.
- projects with tangible or visible outcomes. Often these will be short term, or have a series of clear stages.
- to share in making decisions within appropriate parameters.
- support and sensitive guidance from adults who appreciate their problems and their promise.

How Does Youth Participation Fit In?

Youth Participation offers almost endless possibilities for meeting these specific needs of early adolescence. In providing opportunities to make significant decisions, programs of Youth Participation allow the young adolescent to test his or her new moral and ethical formulations and to experience the consequences of those decisions. Skills are tested and expanded in virtually every Youth Participation program one can imagine. Opportunities abound for many kinds of socializing. By definition, Youth Participation involves performing a service, or creating or accomplishing something which is significant to others. Such experiences cannot fail to build the young adolescent's sense of competence and self-esteem.

Several types of Youth Participation programs seem especially well-adapted to meeting the needs of the young adolescent:

- *The Day Care Youth Helper* program, or other projects where young children are cared for, is particularly suitable. As John Mitchell puts it, "Most early adolescents are more suited to dealing with preschoolers than with nine or ten-year-olds to whom they are too close in age for detachment or perspective."
- *Internships* afford opportunities to work with an adult who cares about the young person and about the work. These opportunities can expose the young adolescent to adults unlike those whom he or she had known up to this point. For many young people, parents and

teachers have composed virtually the entire range of their adult acquaintances through childhood. In addition, when internships are part of a well-planned program of Youth Participation, there is a time for reflection when young people may test new ideas and perspectives with their peers.

- *Cultural History*, whether interviewing older folk to preserve a disappearing way of life, or documenting with film and tape unique crafts and customs, exposes young people to adults who are "different". At the same time it allows youth to develop competence in communication and/or technical skills, and to engage in an activity which can easily be seen to enhance the lives of others.

- *Peer Counseling*, at its best, provides, in one setting, opportunities for personal growth and for serving others. However, while peer counseling responds to the introspective nature of the young adolescent and to his or her need to make a difference, such projects should be undertaken with this age group only under optimum conditions. The need for sensitive and careful guidance on the part of the adult supervisor is far more important for this age group than for the older adolescent.

- *Energy and conservation projects, building restoration, youth teaching youth, service to the elderly or the handicapped*, all are programs wherein the early adolescent can gain a sense of being a competent and valued person. In Youth Participation, he or she can start to build that "reserve" of success experiences mentioned earlier, and to develop some sense of his or her capacity to function in adult roles.

The Adult Leader

The role of the adult leader or facilitator is crucial in all Youth Participation programs. In those which involve early adolescents, the facilitator must have heightened sensitivities to deal with the volatile nature of the age group, a well-developed sense of humor, endless flexibility, and a genuine enthusiasm for these young people who are balancing precariously between childhood and full-blown adolescence. An adult who works with these young people will need to appreciate their Janus-like character, and to provide some stability without stifling the excitement and energy which are so much a part of their lives. The leader must recognize, too, that while the older adolescent may be prepared to undertake a project where the rewards or visible outcomes are in the future, the early adolescent is more likely to prosper in short-term projects, where success can be attained without a lengthy commitment, or where there are clear starting and stopping points.

In Summary

To what extent do our communities, or our society and its institutions provide a setting where the positive development of the early adolescent is fostered through opportunities to make decisions, to take responsible action, to learn through combining action with reflection? Too often, as Mary Conway Kohler* has pointed out, we not only fail to invite our youth to join us in adult roles, but we say to them, in effect, "We may get to you later; just wait and don't make trouble." The traditional junior high school tends to value its students less for what they are than for what they can produce -- in academic or athletic achievement. Most youth-serving agencies have considered it their mission to do things to or for their clients, rather than encouraging them to develop their ability to help themselves.

Private and municipal agencies, religious institutions, and the schools are all in a position to foster Youth Participation for the early adolescent. Many of the non-school organizations have experienced a significant drop in the participation of this age group in recent years, and have turned to Youth Participation as a way of renewing the involvement of young adolescents. It is to be hoped that the growing acceptance of Youth Participation as a program alternative will expand to a more general recognition of young people's need for a place in society where they can fill significant roles. In meeting that need, our society will benefit now from the service they contribute, as well as in the future, when they become citizens whose values and skills help to shape the world in which all of us will live.

* A founder of the National Commission on Resources for Youth. Ms. Kohler was the Executive Director of NCRY for twelve years. In 1979 she became Chairperson of the Board.

II. Case Studies

Community Service

Community Service and Career Exploration Program, Shoreham, New York

A school serves its community by educating its children. If, in addition, by serving the community in other ways it can educate its children better, the community is doubly blessed.

Watching seventh graders teach three and four-year-olds for the first time, one is struck by how seriously they take this responsibility and by how warm and responsive they are to the children. Just barely out of childhood themselves, it is exciting to see them struggle to meet the adult challenge of acting as teachers.

Through the Community Service Program at the Shoreham-Wading River Middle School, sixth, seventh, and eighth graders are given many opportunities to take on responsible roles. The Community Service Program began modestly in 1973 with one classroom teacher, aided by a parent who helped find community placements. The following year, the parent was hired to expand the program and subsequently became the community coordinator. With a staff of three teacher assistants, she coordinates a program which is available to all the teachers in the school. In addition, a career exploration component has been added, based on the community service model.

The goal of the community service program is to take the students out of the classroom to learn the kinds of things that can only be learned through real experiences: the caring functions; relating to people who are different (because they are younger or older, or of a different race, or handicapped); and above all -- responsibility. The

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* The Middle School Friday Memo, Winifred E. Pardo, Shoreham, New York 1976

community services provided by the students are real services; they make a difference to the children and to the adults in the agencies with which the Program works.

During the 1979-80 school year, 484 of Shoreham-Wading River Middle School's 560 sixth to eighth graders participated in community service projects. Students are not usually recruited directly; the key to their participation is their teachers' involvement. The Program has expanded over the years as more and more teachers have chosen to participate, based on the success of other projects and the enthusiasm of students and parents.

Greatest emphasis is placed on community service projects in which two teachers combine their classes for ten-week units, including weekly visits to field sites such as day care centers, elementary schools, senior citizens' homes, or facilities for the handicapped. The teachers define the nature of what they want to do, considering both the curriculum focus and the field sites they would like to use. The community coordinator and her staff work out the details of the placements and also help teachers find and/or develop curriculum materials for the classroom component of the project. Students are given ten-week assignments to field sites based on a combination of their preferences and the teachers' decisions. While a project is going on, both general and specific classroom work is related to it. In addition to reading, films, and special workshops, detailed preparation and follow-up for each site visit are done in the classroom. One day each week, the students work at their field sites, traveling by minibus or car with at least one adult per group. Students write in their journals immediately upon returning to school and, on the same day, teachers and students reflect on and evaluate the day's experiences through role-playing, problem solving, and guided discussion. At the end of the ten-week project, students host an all-day visit to their school for their "clients." They plan the agenda for the day and act as guides for the visitors.

One particularly successful project is one which combines an academic curriculum on the aged with work in a nursing home. Both young and old share a sense of uselessness in our society. Young people rarely have any real work to do and life proceeds without their services being needed. On the other hand, the wisdom and experience of old people are often ignored and they suffer, also, from a feeling of disengagement. The curricular aspects of the project revolve around problems of the aged and involve work in science, social studies, the arts and language arts. Students combine their study with weekly visits to field sites and forays into the community for purposes of publicizing needs of the elderly. At the nursing home, they are responsible for visiting speci-

fic residents, bringing games, planning music, crafts, or other activities and adhering to the special regulations of the institution. Students report a variety of reactions, including not knowing how to begin, fear, revulsion at unpleasant sights and smells, and feeling hurt when senile people forget them. Yet, most of the young adolescents feel that their work with the aged is rewarding. Some develop special personal relationships that help them through their own difficult times. One girl spoke of such a relationship with one of the residents, *"I really like her, and I mean really! It's not like you're talking to a grownup. It's like you're talking to one of your best friends because she truly understands me."*

Nursing home administrators value the students' involvement, too, contrasting this continuing, learning-based program to the disappointing "Christmas blitz" of singing groups followed by nothing. The vitality of the young people helps break the loneliness and isolation senior citizens often feel in nursing homes. The nursing home program also serves the students. As one wrote in her journal, "Every time you go into the nursing home you learn something. Mostly what I have learned is how to deal with people and problems."

Making a Community Service Program Work

An important characteristic of SWR's Community Service Program is its *flexibility*. In addition to the ten-week projects involving two entire classes, there are opportunities for teachers and students to get involved in community service projects that don't require as much time or commitment. Such activities include participation in a lunchtime theatre project, providing story hours for the local public library, and taking trips into the community in the health van. Occasionally, one small group in a class will do community service while other groups work on different projects. These *different levels of involvement* are particularly appropriate for early adolescents. They also accommodate teachers whose curriculum emphasis may not be compatible with a ten-week project.

Whatever the nature of the project or the intensity of the commitment, *structure and adult supervision* are crucial when doing community service projects with young adolescents. It is important not to leave students alone to struggle with their new roles at this stage of their development. In the Shoreham-Wading River program, the approach is to define limits for the students, and allow them to make meaningful decisions within those limits. Adults supervise students at field sites and during all planning sessions. Their role is not to tell the students what to do; rather, it is to facilitate, guide and support, and to help the students evaluate their successes and failures afterward.

The most important hint that the Community Coordinator offers to others interested in starting a program like this one is, *"Believe in the kids! Kids this age can do this kind of community service."*

The comments of the program's young participants prove her right. One student says, *"It just makes me feel older than I really am to take over responsibilities. This is the very first time I have been able to prove what I can do."*

Youth Teaching Youth

Peer Tutoring Program, Indianapolis, Indiana

A peer tutoring program can be more than just "extra help". At Woodview Junior High School, eighth and ninth graders have achieved significant success in helping their peers improve their schoolwork, but their influence has gone beyond academics to make a real difference in the way students in the school relate to each other. An important part of the training workshop attended by all tutors is a serious consideration of the significant social responsibility each of the peer tutors must assume. Discussing the difficulties all early adolescents face in finding their niches in an expanding world, students are encouraged to seek out their tutees throughout the school day, to speak to them in the halls, and to do everthing possible to help draw them into the mainstream of school life in addition to taking on the responsibility of helping them improve their grades.

The Peer Tutoring Program began in 1980 as one component of the Challenge Education Project, a school improvement project operating in Warren Township, Indiana, in conjunction with the Kettering Foundation. The Challenge Education coordinator, a former teacher, was responsible for coordinating all of the school's Challenge Education programs. He notes that he worked out the "mechanics" of the Peer Tutoring Program, but that most of the responsibility lies with the tutors: "Once they're into tutoring, they're on their own." Woodview Junior High School closed after the 1980-81 school year, but the program has moved to another location and will be funded through township monies in the future.

In the Peer Tutoring Program, tutors take their teaching roles seriously. They make a commitment to meet weekly for 45 minutes with their tutees on a one-to-one basis. Some tutors and tutees set specific goals such as doing well on a particular test, but, more often, they enter into a tutorial relationship of indefinite length. Tutors develop a collegial relationship with their tutee's teachers as they assess the tutee's specific needs and plan a course of study. The nature of the teacher-student contact varies from case to case. Some teachers consult with the tutors as peers, others give the tutors

information about the tutee's situation and may suggest specific drills and exercises they feel will help. In each case, tutors have the responsibility for making the final decisions on materials, plan for study, and tutoring sessions. Some tutors report that they carefully observe their teachers in the classroom for practical hints on effective presentation of materials. Most note that they spend at least one hour before each tutoring session on preparation of materials (tests, drills, exercises) and consideration of approach. Some students have made tapes of textbooks for non-readers.

Friendships develop as students enter into the one-to-one tutorial relationships with their peers. Students who might not have the occasion to meet and get to know each other find that there is something interesting and likable about nearly everyone. Suddenly aware that there are many students in the school who are shy and have a hard time making friends, tutors respond to this new insight not only with their own tutees, but with other students as well. The experience of establishing caring relationships in the tutor-tutee framework also makes it easier at a period when youngsters are often self-conscious to develop meaningful, comfortable relationships in other facets of school and social life.

There is no formal, periodic assessment system in the Woodview program nor is there a formal reflective component for the tutors. The tutor is often the person to observe that a student is ready to move out of the tutorial relationship. In several instances, tutors have gone to teachers or to the director with perceptive progress reports and suggestions for future direction. The director states that the tutor's opinion is an important factor in determining whether or not the tutee is ready to move on alone. The program generates a great deal of informal reflection among participants. Students discuss ideas and share problem-solving techniques with each other. There is a natural reflective process built into the relationship they have with their tutees' teachers. Also, the project director is available to students to discuss problems and successes.

In the peer tutoring room at Woodview Junior High School, where 20 or so students work each morning after school starts, the atmosphere is businesslike and academic. The project director generally checks in on the students once each morning, but as a rule they work without adult supervision. School administrators have assigned the tutoring program a room and provided a desk and file for each tutor. Tutors are responsible for decorating the bulletin boards in the room as well as keeping their own working space tidy.

All students involved in the peer tutoring program seem

to have a positive attitude toward seeking help. "There's nothing embarrassing about it," said one tutee. "As long as I need help, I'll go." In fact, in several instances, students who are tutors in one subject ask for help in another and so are both tutors and tutees. Tutors have a genuine concern for their tutees and are usually as excited as their tutees when the tutees experience success in the classroom.

The benefits, both to tutees and tutors, are clear. Tutees receive individual attention that they sorely need and in many instances have experienced remarkable improvement in their academic work. A student failing biology reported that since he began being tutored, his grade average has risen from 68% to 80% on the weekly tests. On Fridays, he goes straight from his tutor to his biology test, which he thinks helps him a lot. But a comment on the way he feels about himself may be the most important key to the program's worth. "I go into tutoring feeling stupid," he says, "and come out feeling smart."

The fact that tutors offer friendship and genuine concern to their tutees may have the greatest impact on everyone involved. Tutors report notable growth in self-confidence and self-worth. They feel good about what they are doing and enjoy the responsibility. Teachers report that they are more attentive and conscientious in class and that they seem to develop respect and understanding for a teacher's role. They have learned a great deal about patience and about the importance of setting realistic goals.

Making a Peer Tutoring Program Work

- The program director credits careful recruitment and selection as major contributors to the success of the Peer Tutoring Program. When the program was introduced at Woodview, 299 out of the school's 500 students expressed interest in becoming tutors. A screening process yielded 22 students with strong academic and social skills to participate as tutors.*

- Training is another important factor in developing successful peer tutoring. All tutors attended a full-day workshop on a Saturday where they learned teaching methods and approaches, discussed potential difficulties and role-played common tutorial situations. In this session they also discussed their social responsibility toward their peers.

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* While in some instances a screening process is desirable, NCRY has documented many Youth Tutoring Youth programs which enlist tutors who volunteer, without specifying criteria. Often school personnel recruit as tutors young people whose own skills or self-image need strengthening.

- Crucial to the program's success is the fact that both tutors and tutees enter into the relationship voluntarily. Students may ask to be assigned a tutor or they may be referred by teachers, counselors or parents.

- The supervisor needs to make certain that all participants understand their obligations. Attendance is sometimes a problem, even when participation is voluntary for both tutors and tutees. If, as in the Woodview Program, the tutoring sessions are scheduled outside of regular school hours, parents need to be made aware of their children's commitments. The demand for peer help frequently exceeds the availability of tutors. Knowing that they are truly needed will help to motivate the tutors, and offering credit will often encourage their regular attendance. For tutees, it may be helpful to specify at the outset that only one absence without prior notice will be permitted. A second "no-show" will result in exclusion from the program.

- It is advisable to select a wide range of students as tutors. An enthusiastic C student may have a better attitude toward tutoring than a "hot shot" student with all A's.

- Matching a tutor with a tutee who has the same teacher makes the tutoring process easier. However, occasionally there will be personality conflicts serious enough to warrant changing tutors. When this is necessary, it should be handled quickly and with tact.

GUTS (Government Understanding for Today's Students), Bronx, New York

Problem-Solving

Many view the South Bronx as a tangle of serious problems, but the staff at Intermediate School 139 sees it as a setting for learning and student growth. The youth in this troubled area were typically uninvolved in the school program and unfamiliar with their community decision-making process until teachers and administrators introduced GUTS (Government Understanding for Today's Students) in 1974. Believing that "learning is a process that results from involvement," the I.S. 139 assistant principal and teachers designed the program to increase students' understanding of vital issues by allowing them to participate in the democratic process. In the South Bronx unemployment is high, family income is low, and information about community services is sparse. But through GUTS, twelve, thirteen, and fourteen-year-old students learn to identify problems in their community, investigate the history of the problems and work with civic and business leaders to solve them.

The projects that GUTS students undertake arise from the curriculum. For example, the original assessment of problems in the South Bronx started as an essay assignment about problems in the neighborhood.

The staff members who organized the program believe that "the most important learning at this age is how to make decisions." They know that such learning is possible only when students are allowed to act. The assistant principal said, "We got them to open their eyes...to see the neighborhood around the school."

While the assessment revealed a variety of problems such as poverty, crime, neighborhood decay and lack of government interest, students chose to focus that first year on the issue of health care. After receiving some instruction in conducting interviews and correct use of the phone, they compared South Bronx health services with those offered in the North Bronx, interviewed officials responsible for health care, and eventually designed a health plan for their

community which they presented to the Bronx borough president. They used their knowledge about health care to organize a community health fair which provided local residents with free health information, testing, and referrals. Students were trained to screen residents and check blood pressure using testing equipment provided by community health institutions. The students raised money to support the fair, contacted health care professionals for information and technical assistance, and planned presentations about health screening and testing.

The next year, students worked to remove a number of abandoned buildings from a lot facing their school where drug addicts and gang members were regular loiterers. Children were often injured in the rubble, as the lot had become a play area for youth. GUTS students organized a neighborhood association of local residents, the Brook Avenue Revitalization Task Force. The Task Force helped with such activities as moving abandoned cars out of the lot, getting sanitation services for the area, and arranging for snow removal. Students contacted public officials and business people who advised them on procedures for removal of city-owned buildings and suggested ways to contact landlords of the privately owned structures. Some of these private landlords were difficult to find or were uncooperative, but the students were persistent. Finally, when the mayor of New York City visited the site at the students' invitation, he said, "How can you set up a garden with those buildings in the way?" Permission to tear them down quickly arrived.

In 1976, the garden became a reality. Once the buildings were razed, community organizations made donations of bushes, lumber and the services of an architect. Businesses provided funds and, in some cases, materials. The newly formed neighborhood association played a large role in bringing residents together to help create the garden.

The way teachers have used the school's community garden illustrates that GUTS is not an "add on," but is an integral part of the school curriculum. The garden has been used in a variety of ways by I.S. 139 classes. The English class wrote a history of the garden, while the home economics class developed recipes based on what is grown in the garden. The science class used the garden as a laboratory. Industrial arts students made the signs that designed the names of the plants.

Since GUTS originates in regular class sessions, discussion about the students' progress is ongoing. This natural reflective part of the classroom learning process is

supplemented by the opportunity for students to work together in problem-solving committees and to produce a newsletter which describes their efforts. Students occasionally conduct assembly programs about their activities.

Teachers suggest ways for the student committees to tackle problems and persons for them to contact. Periodically, the students report their findings and progress to the class. A student committee meets regularly with community resource people (representatives of business, government and the professions) reporting what the students have accomplished and what they want to do next. During these meetings, students and community members plan visits for GUTS participants, invite speakers, suggest lessons for teachers to develop, and plan other GUTS activities.

It is unusual for junior high school students to be responsible for planning and organizing such sophisticated projects, but accolades from their community are the best proof of their effectiveness. The contributions these students have made to their neighborhood have brought them television appearances and newspaper coverage of their work. Their efforts have won numerous awards such as the N.Y.C. Human Relations Award and awards from the Citizen's Committee of New York, the President's Council on Consumer Affairs, the Board of Education and the Bronx Borough President. Their community garden was chosen as a site for the 1981 New York City Spring Festival of the Flowers.

Through GUTS, students at IS 139 are encouraged to take initiative and to participate in their school and community. The responsibility and enthusiasm of GUTS students seems to be contagious. In this project, young adolescents become more capable people as they discover that their actions do affect others.

Making a Community Problem-Solving Program Work

- In almost any setting, students can be helped to "open their eyes" to their surroundings and find ways to improve the environment, and to forge new links with their community. Adopt-a-Lot programs exist in many cities, and can be enlisted in the young peoples's efforts. In more rural settings, the county agent or local environmental protection agency can be a source of help and of ideas. Each local situation will be different, and it is important to help youth see the unique needs of their particular community. But the principles GUTS embodies -- ongoing study, action, and reflection -- can be applied in any setting.

- Keep in mind the importance of student responsibility. While relationships with business people and community leaders should be maintained by adult staff, young people are capable of taking on and meeting challenging problems in their community.

• Keep in mind the broader goals of the program. Through projects like those accomplished by GUTS, students learn that they are capable of changing their environment. "The idea is not just running a garden," says the project director. "It's finding out that what you see doesn't need to be -- learn who's responsible if you want to change it -- that's learning to live in a democracy."

• Don't be discouraged by the difficulty of funding. Cultivate ties with community agencies and business representatives. GUTS has rarely had its own budget, and must solicit donations from community organizations, corporations, businesses and government agencies. Students can help in this process, too. GUTS student committees go to community contacts to learn where and how to find assistance.

Internships/Individualized Placements

Cooperative Science Education Program, New York, New York

At New York University's Medical Center, young adolescents in white lab coats and hospital ID tags are a common sight. Students in Joan of Arc Junior High School's Cooperative Science Education Program (CSEP) are told early on, "You are working in a professional world; you must act professionally."

CSEP was designed in 1968 to motivate disadvantaged minority youth toward academic and career achievement. It took its present form in 1972 when the NYU School of Medicine's Office of Urban Affairs assumed administrative responsibility for the program, and its focus became health science career education for junior high school students. CSEP is an excellent example of school and community working together in the interest of young adolescents. The New York Public Schools assigned one science teacher to work full time with the program; this teacher works closely with the CSEP Program Director employed by NYU.

Four mornings a week, Monday through Thursday, a different class of approximately thirty eighth and ninth graders boards a bus at Joan of Arc Junior High and travels to the opposite end of the city to the NYU School of Medicine. The students divide into two groups upon arriving -- half go to work with their preceptors (para-professionals and professionals in the Medical Center who act as role models) the other half go to a fifth floor laboratory ("home base" for the program) where, with their science teacher, they have the opportunity to investigate and solve scientific problems in a professional environment. After lunch, there is an hour lecture period, conducted alternately by both the adult staff members. Early in the year, there is general program orientation. Later lecture periods are used by the science teacher and guest speakers to present material relevant to the students' laboratory work. Following the lecture, the students reverse the morning preceptorship and lab arrangements until it is time to return to school.

The three "core components," lecture, laboratory and preceptorship, are supplemented by "enrichment components" that

include supportive counseling services, mini-courses, academic skills development and a science fair at year's end. But according to both staff and students, the preceptorship is the component that lies at the heart of CSEP. As one eighth grade girl stated, "Here, with the preceptor, you learn real things, things that matter." Matching students with preceptors allows students to see that formal education is put to creative use by adults holding interesting and rewarding jobs. Students develop social behavior patterns appropriate to their new adult work and study environments. These behavior patterns are reinforced by their new feelings of ease and command over the tasks they perform and the positive reinforcement they receive from their adult role models.

Early in the semester, students are interviewed by hospital personnel for a variety of positions in five areas: research, clinical, patient relations, tutoring, and administration.

The CSEP Program Director, with the cooperation of the hospital administration, recruits preceptors among the hospital staff. A history of rewarding experiences with the young aides has made it possible to develop a roster of volunteer preceptors every year. Once assigned, the students assume real responsibilities and are treated as colleagues by the hospital staff. Tasks which junior high school students perform include tissue staining and slide preparation in the pathology department, packaging and sterilizing instruments in the operating room, acting as special education teaching assistants with physically and mentally handicapped students, assisting in clerical and patient relations, assignments in chest, eye, and hand clinics, and assisting with various experiments in surgical, psychopharmacological, and immunological research laboratories. One student who assisted in open heart surgery on a dog by monitoring the level of oxygen in the animal's blood remarked, "I had a lot of responsibility. I had to do my job right, or the dog would die." His lab partner added, "No one has to check my work; they know I do my work well. I feel trusted."

Making an Internship/ Individualized Placement Program Work

- Experiencing classroom learning at the actual site of a significantly related work experience helps students to perceive the connection between schooling and employ-ability. Work at real tasks, guided by professional staff, provides evidence that the knowledge and skill acquired in the classroom and the standards for behavior required in school are indeed expected in the world of work.

- "The key," said one preceptor, "is <u>believing</u> in the kids. My first student couldn't talk, he couldn't read. I didn't think he could handle it. I wanted to quit being a preceptor. Then I discovered he was good with numbers. I gave him words to study. I started having him write about his life. He thought he couldn't

graduate from high school. I started talking about college...Now he's a junior at Long Island University."

- The mechanics of setting up a program like this are difficult, but not the most difficult issue, according to the program director. What is important is always keeping the students' needs in perspective, making certain that they are receiving the information, skills and support necessary to flourish in what could otherwise be a very intimidating atmosphere.

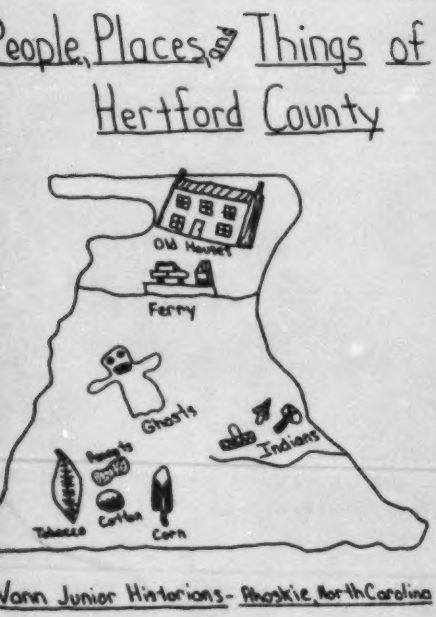
- "It is important," suggests the director, "to understand the hospital as an institution and how to deal with the bureaucracy; you need to know whom to approach. You need to know people to go to and through to get good preceptors."

- The project has developed a program manual which describes their program and offers suggestions for replication. The manual is available by contacting the staff directly.

Communication: Local History

Junior Historian Club, Ahoskie, North Carolina

In a time when many communities are troubled by the logistics and emotional issues of integration, fifth graders at the Robert L. Vann School have drawn members of their community closer through researching local history. In 1979, members of the school's Junior Historian Club published PEOPLE, PLACES AND THINGS OF HERTFORD COUNTY, a booklet containing interviews with Black and white county residents, photographs of interesting community sites, ghost stories, and old-time remedies for illness. While increasing their skills in reading, writing, research and decision-making, the students had a tremendous impact on some of the citizens they sought out for help. The principal reported that "the old folks had thought their lives were over and here they are feeling useful and important. Some even called the school to thank us."



Vann's Junior Historian Club is one facet of the humanities-based Experiential Education Project of the Alliance for Progress, an organization of six counties in northeastern North Carolina that have joined together to improve their educational systems and better the quality of life of their citizens. The Project provides film, cameras, tape, tape recorders and other equipment and each class has a limited budget for trips, publications and materials.

At the Vann School, fifth graders are involved in Junior Historian activities during "enrichment and creative activity" periods on a voluntary basis. Black and white students of mixed academic abilities work together on projects which include quilt-making, photographs, and creative writing as well as the production of cultural journalism publications. The restoration of a century-old school bell which had once hung in the community's school for Blacks was a particularly exciting project for the group.

Students learned about the bell from a former principal who came to their class to talk about what schools were like long ago. When he mentioned the school bell which had disappeared years ago, some students got excited, saying they knew about an "old rusty bell" hidden in bushes at the back of the campus. They retrieved the bell and with the approval of the school administration, carried it into their classroom.

The fifth graders did all the restoration work. Wearing protective glasses and gloves and using wire brushes and naval jelly to polish the bell, they worked in thirty-minute shifts incorporating advice from experts into their work plan. The restoration project has led the students to fund-raising projects for installation of the bell, and to some experience with drawing plans "so we can tell the architect how we want it to hang."

The students' exploration into the history of their own community will be dramatically symbolized when the old bell is hung at the R.L. Vann School. Because of these fifth graders, a bell used in what was once a school for Blacks only will become an historical monument for the entire community.

The efforts of the Junior Historians have resulted in benefits to themselves as well as to their community. Like most early adolescents, they seek to know what others think of them, and are eager to learn from each other and share their strengths. Working together builds new interests, helps create friendships, and exposes young people to different ways of thinking and making decisions. The students are able to see the results of their efforts and this builds confidence and reinforces positive self-image. Community interest and acknowledgement of their work, newspaper coverage of their booklet, and the awards gathered by their projects have been exciting for them. Said one student, "We're doing things no one else has done before!"

Making a Local History Program Work

- Teachers involved in innovative projects need to share experiences, ideas, and support with others similarly involved. They also need ongoing support from administrators who understand their projects fully and are convinced of the benefit to youth. It is useful to keep non-participating colleagues informed about the project and to seek their assistance and support, especially when much of the activity takes place away from the school setting. When this is overlooked, some teachers may look askance at the "fun" part of the projects and fail to appreciate the careful mix of academic growth and experiential activities which students and teacher work hard to maintain.

- Teachers need to have special training in the nuts and bolts of gathering oral history. If formal training is not available, teachers should seek out "how-to" publications

on the topic.* It is a good idea for teachers to have the opportunity to practice history-gathering techniques themselves before they involve youth.

- Just as it is important to make such a program voluntary for students, it is crucial that the teachers be involved through choice, also. The best teachers are often those who have an interest in local history and who are native to the area.

- If two teachers in the same school are involved, they support each other. In a junior high or in some middle schools where schedules tend to be fairly rigid, pairing teachers may enable them to provide larger blocks of time for project work.

- Students need to understand the importance of local history and the value of learning the skills necessary to record it. Before they go out into the community, they need to feel confident about their ability to interview strangers and to represent their program well. For "slow starters" it is good to provide a variety of levels of participation which allow them to build confidence, such as letting them observe and assist others at work, or perhaps to research relevant documents and records.

- Emphasis on ways in which cultural journalism allows students to use and improve such basic skills as reading, writing, research and group decision-making will be especially effective in gaining the support of parents.

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* (1) "Hands On": Newsletter for Cultural Journalism, The Foxfire Fund, Inc., Rabun Gap, GA (see especially Vol. III #2, Winter, 1980 - National Workshop for Cultural Journalism: Workshop Report).
(2) Ethnic Heritage Studies Program Catalog: 1974-1979, by Regina McCormick, Ethnic Heritage Studies Clearinghouse, Social Science Education Consortium, Inc. Boulder, CO, 1980.
(3) My Backyard History Book, David Weitzman, Little, Brown, Boston, MA, 1975.

III. Implementation

The five programs described in the case studies in the preceding section illustrate a range of roles early adolescents can play -- roles that are useful and meaningful to others and that provide the young participants with opportunities to see themselves as competent, responsible people. Although the programs differ in many important respects, they do have common characteristics: they fill genuine needs; provide challenge; offer active learning; relate theory to practice; suggest possible careers for young adolescents; provide a sense of community; create opportunities for youth and adults to work together effectively; and promote social maturity. After studying hundreds of Youth Participation projects, the National Commission on Resources for Youth has found that these elements characterize most successful programs.

Ideas and examples like those in section II are wonderful motivators, but for you to translate them to a working program of your own, some practical consideration of implementation techniques is necessary. There is no single "right" approach but it is hoped that this section will serve as a beginning for you to explore new ways to work with young adolescents. You are urged to refer to the resources listed at the end of this publication for more in-depth treatment of program development, implementation and evaluation.

Program Components

The premises of this publication are twofold: that early adolescents form a group with unique and definable developmental needs and that this group can accomplish much more than most of us assume. It follows, then, that Youth Participation projects for early adolescents should have special characteristics. Planning--deciding what to do and how to do it--shouldering responsibility, meeting challenges in order to serve real needs, and reflecting on activities and learning are basic elements in Youth Participation. They are critically important in programs for early adolescents as they are in all Youth Participation programs. But if you are designing a program for the ten to fourteen-year-old, you need to emphasize certain elements which take into account the needs of this age group. A Youth Participation program for

early adolescents should include:

- A Wide Variety of Roles and Activities
  Program planners must consider the tremendous variation in physical, mental and emotional maturity and capability in this age group and must acknowledge and respect the wide swings in each individual's emotions and behavior on a day to day or hour to hour basis.

- Projects that are Short Term or are structured with a series of clear stages
  Young adolescents need a distinct feeling of present importance, a present relevancy in their lives. They need to be able to see gains along the way and to have a sense of the project as a whole in order to feel comfortable finding their place in it.

- Visible Rewards
  Concrete and early positive outcomes are crucial in helping the young adolescent build self-confidence and a sense of him/herself as an individual whose acts have real consequences.

- Collegial Relationships with Adults
  Parents, teachers, program leaders and community resource people become facilitators for youth in learning the parameters of a wider world.

- Structure, Coupled With Flexibility
  While exploration is crucial, few young adolescents have the skill to deal with a highly ambiguous environment. A well structured environment allows freedom and flexibility within clearly-defined boundaries which they may share in establishing. Full understanding of expectations, logistics, and consequences helps give young adolescents the courage to grow.

Starting a Program: Practical Guidelines

Over the years many excellent youth programs have been still-born or short-lived, while others have flourished. What makes the difference? Below are listed some suggestions which come from the experiences of program developers and of the National Commission on Resources for Youth. Most of these suggestions are based on common sense--but our experience tells us that the predictable hurdles and complications faced by all new programs prove defeating when common sense is consulted after the fact, rather than used as a guide to practice. The following guidelines, then, should be among your initial considerations when planning or starting a new program.

If you want to start a new project, first find out what already exists. Perhaps there are schools or agencies running programs to which your project could be attached. There may also be local programs in existence whose interests conflict with yours. You need to be aware of all of these, for their potential help or resistance to your efforts. The programs described in section II and in the appendix, the resources listed at the end of this publication and the extensive clearinghouse maintained by the National Commission on Resources for Youth can all be helpful to you in this preliminary investigation.

Be sure to define and assess the need for the project. Do surveys of how many people need the service or opportunity you propose to offer, and of how many young people and adults might want to participate. This will not only help you plan your project, but this information is essential when convincing administrators or funding agencies to support your project.

Decide on limited goals first. You can expand them later. Be realistic: Can what you hope to do be accomplished within your time plan? With the staff and resources you have available? A frequent and disappointing experience of program developers is that they begin with all-inclusive goals, aiming at almost every problem in sight--then find themselves doing only a small fraction of what they originally intended. You're more likely to be successful, and to be seen that way, if you begin with realistic, "do-able" goals.

If you're setting up a community project, be sure that it is perceived that way by the community involved. Whenever possible, members of the community should be included in an advisory role from the beginning. This is not only good public relations, but it can also be helpful to you in planning your program. You may learn of resources, other projects and people to assist you; you will also build a base of support for your project in the community.

Check out financial resources carefully. Financial support is very difficult to obtain at the present time. Explore local sources first: the school system, local businesses, community agencies. Then research private foundations and state and federal funding agencies. A word of warning: it is unrealistic to build an entire program on the expectation of continued governmental funding. Priorities and funding levels are changing drastically at present, and many programs which depended on state or federal funds have simply disappeared.

After choosing specific goals, weigh all possible approaches. Before you decide on exactly <u>how</u> to accomplish your goals, consider alternative possibilities. If you want to involve youth in community service, for example, ask yourself questions like these: Should the young people work individually or as

a group? Focus on one particular area such as health-care or cleaning up the environment? Choose their own areas of interest from a range of possible assignments? Explore careers in community service? This stage of planning also offers opportunities for youth to be involved in setting up the program. A small group of interested or experienced young people can help you look for answers to your questions. They can serve as an advisory planning committee. They can be researchers, examining the experiences of other programs with some of the approaches you are considering. (Remember: NCRY's clearinghouse can be a useful source in identifying these programs.) Or they can simply provide you with their own personal viewpoints and preferences. You must weigh the advantages and disadvantages of each approach before deciding--and the young people who will be affected by your decision can be very helpful in this process if you present them with clear, concrete tasks and questions.

Set up sound evaluation procedures. Keep careful records of all participants and activities in your program. Get formal and informal feedback from both youth and adults who participate. Constantly relate what actually happens to what you set out to do. Are you meeting your goals? Program managers are often so busy that they overlook the importance of continuing evaluation--and then are left without tangible evidence of their program's accomplishments. Evaluation is strategic for all of these reasons: 1) to improve your program; 2) to demonstrate the effectiveness of your program; and 3) to obtain continued or expanded financial support.

Provide for strong and continued administrative support of your project. The importance of higher-level adminstrative involvement in and support of your project cannot be stressed too much. A program attempting to function in a school without the support of the principal, for example, will quickly find itself blocked by teacher resistance or indifference. When the principal is committed to the goals and activities of the project, on the other hand, teacher cooperation is much more likely to follow. Special scheduling, use of school facilities, help with record-keeping, and other necessary kinds of support will also be easier to obtain. As early as possible in planning your project, involve the administrators with whom you will work, and continue to involve them as the project proceeds. Keep them informed of successes, as well as problems.

The Adult Facilitator

WANTED

Mature, responsible, caring, trustable, adult,
with Solomon-like wisdom.
Must willingly undergo constant scrutiny
by young people. Long hours.
Potential resistance strong.
Little peer support.
Training virtually unavailable.
Rewards immeasurable.

It is surprising that anyone would take on something like the position described above, yet men and women do so each day. If you are about to join them, you will become part of a special group of people: adult facilitators of meaningful, change-oriented Youth Participation programs.

The role of adult facilitator is important in any Youth Participation program--but it is crucial in programs for young adolescents, who need more guidance than older teens. Providing this guidance is often difficult. At a sensitive time in their development, young adolescents must be treated with compassion, yet much should be expected of them. They need structure, yet it must be a structure which allows them the opportunity to try on a lot of different roles and which acknowledges the tremendous range of their physical, mental and emotional maturities and capabilities. They need to be taken seriously. Yet, as facilitator, you must be thick-skinned, remembering that young adolescents suffer great swings in mood and may say and do things that are disturbing. You must understand the immediacy of their physical and emotional needs and the importance to them of meaningful action in the "here and now".

There are two common mistakes that adult facilitators make. One is to think that Youth Participation means letting youth "do their own thing" without any guidance. Young adolescents are not yet equipped to face the responsibility, for example, of completely designing their own community service program. The second mistake is to be too much in charge, so that the youth involved really have no responsibility. You are likely to face resentment and, perhaps, rebellion if you make this mistake--for example, by completely setting up the program and assigning each youth to his or her community service project without consulting them along the way. Both extremes sabotage the point of this kind of program: letting youth learn responsibility and make a real and successful contribution. To be successful, you must try to achieve a balance between the two extremes. You must give young adolescents real choices and responsibilities, with enough

structure so that they are not overwhelmed, and with enough freedom so that they can learn from their mistakes.

Another crucial factor in being successful as an adult facilitator is to build a support system for yourself. It is often both frustrating and lonely working in a Youth Participation project, especially with young adolescents who may suddenly seem to take six giant steps backward. Find supportive colleagues--other adults who are experienced and sympathetic, and who can help you over the rough spots by making suggestions, listening or even commiserating. When you feel better, you'll be a more effective facilitator for youth.

An experienced facilitator sums up some of the characteristics of this crucial role this way:

> *Adults are different from young people and... these differences can result in important mutual learning. Adults must set large outer parameters for young people and help them make choices within these parameters. It ought not be the question of whether or not adults should intervene by setting limits, but rather what should be the nature and extent of adult intervention. Too little would be irresponsible; too much would be oppressive. Achievement of the appropriate balance is a conscious process that depends on the students' learning goals for the situation, the nature of the student-teacher relationship, and the structure beyond the classroom.**

Providing for Reflection

An important element of any successful Youth Participation program is the opportunity it provides for youth to learn from their experiences, to reflect on what has happened to them and what this means in their present and future lives, and to begin to act on the insights gained. Learning from experience is not an automatic occurrence, and reflection is seldom a popular activity with young adolescents. It is therefore an important part of your responsibility as adult facilitator or program director to encourage and to teach young people to reflect consciously on experience. This emphasis is as important as anything else you may do, and can have more far-reaching effects. This is especially true with early adolescents for whom the struggle to make sense of their lives is painful and difficult.

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* Flowers Can Even Bloom in the Schools, Marcia Perlstein, Westinghouse Learning Press, Sunnyvale, CA, 1974

Many factors combine to make reflection difficult for young adolescents: their developmental inconsistency, moodiness and fear of ridicule, for example. As an adult, you have a delicate task in helping them learn from their experiences. You must win their trust and overcome their resistance while protecting them from the risks of too much self-exposure. The most effective way to do this is to focus on concrete, immediate experiences. Don't ask, "What did you learn today?" Rather, ask questions like, "What happened today?" "What was especially enjoyable? frustrating?" "What did you do when _____ happened?" "What other things could you have done?"and so on. Establish discussions like these, writing exercises, role-playing and other refective activities as a regular routine if you can--a kind of "de-briefing" after each day's or week's experience. This regularity in itself will help to make reflection less threatening for young adolescents, and will allow them to practice the skills involved.

Reflection is a skill or, more accurately, a cluster of skills which includes observing, asking questions, comparing and contrasting experiences, forming generalizations and trying to apply these to new experiences. These skills are not easy to learn, but their practice and refinement can provide several long- and short-term benefits: improved basic skills, increased problem-solving ability, a sense of community, a clear assessment of personal impact, and an improved program. For the young adolescents involved, a sense of taking charge of their own lives is one of the most important results of reflection.

Reflective activities will fit into each program differently, depending upon the program's objectives, its schedule and time constraints and the kinds of problems experienced by its participants. You may be able to schedule reflection regularly (as in the group discussions at the Shoreham-Wading River Community Service Program); or you may use informal assessment sessions (as in the Woodview Peer Tutoring Program). Reflective activities in your program may take place individually (journal writing, observation, written evaluation); with another person (conferring with the adult facilitator or with the field site supervisor); or in a group (listening, planning, brainstorming, role-playing, formal observation).

Whatever activities you use and however you schedule them, two elements are crucial. Reflective activities must be concrete, related to the real experiences of the participants, and as much care must be given to the quality and significance of reflection as is given to other activities in your program. In this way, with your help, the young adolescents you are working with will begin to discover and experience growth in their self-confidence and self-image.

Working With Community Resource People

Working with community resource people is at least a two-way learning process. It gives young adolescents the opportunity to try out new roles and to establish collegial relationships with adults; and it gives them an inside look at the adult working world. This process also helps the community to recognize youth's capacity for responsible, meaningful work.

Although it is impossible to predict exactly what students will learn from a community-based learning experience, it helps to structure it with some guidelines. Students should not float into a newspaper office with the vague goal of "learning about the newspaper business." Each of them and the people they are working with should know specifically what they would like to learn. Are they interested in sports writing, feature writing, or investigative reporting? Are they interested in the technical end of the operation: What goes on in the composing room? How a newspaper is put together? Would they like to have diverse experiences to give them a general idea of newspaper work, or would they rather work in depth on one aspect, perhaps being assigned to work with one person for the whole time? These points need to be clarified before the experience begins. Occasionally, community resource people unwittingly take advantage of their "free help" by assigning them "busy work" like typing, filing, and answering the phone. These chores can certainly add to a student's understanding of the overall operation of a business if used in balance with some well-planned and challenging learning experiences.

If community resource people understand your program and its unique approach to education, it will make it much easier for them to work with the students who seek them out for help. Remembering that the time these people have available is limited, probably the most effective method of orienting them is with a brief handbook and phone calls before, during and after the student's experience. The calls are important; not only do they help clear up questions before they become full-scale problems, but they assure both the student and the resource person that you are concerned about the quality of the experience and the student's commitment to it.

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* Living and Learning for Credit, Barbara Shoup, Phi Delta Kappa, Bloomington, IN, 1978.

Recommendations From a Practitioner

Don Wells, Headmaster at Carolina Friends School, in Durham, North Carolina, has written the following words of wisdom for those who work with early adolescents.*

When attempting to construct a program for the early adolescent, one realizes the wide disparity between the data we have on youth that age and the programmatic responses we have devised. Here are some of the aspects of the early adolescent we know through sound developmental research and the common response of most schools.

FACT: Early adolescents vary enormously (as much as five years) in physical, mental and emotional maturity and capability.

RESPONSE: In schools, chronological age is still the overwhelming method used in grouping students.

FACT: Early adolescents need to try on a wide variety of roles.

RESPONSE: We classify them in a few general roles to make them more manageable.

FACT: During early adolescence, the development of control over one's own life through conscious decision-making is crucial.

RESPONSE: Adults make all meaningful decisions for almost all early adolescents almost all the time, giving the young people the "freedom" to make only safe (read meaningless) decisions.

FACT: In early adolescence all natural forces (muscular, intellectual, glandular, emotional, etc.) are causing precipitious peaks and troughs.

RESPONSE: We demand behavioral consistency of the early adolescent, and in schools we even punish some for not achieving this consistent state despite the fact that it is impossible for many of them.

FACT: Early adolescents are preoccupied with physical and sexual concerns.

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*Don Wells: *An Unpublished Treatise; The Educational Plight of the Early Adolescent.*

RESPONSE: We operate with them each day not as though this were even a minor matter in their lives, but as though such concerns did not exist at all.

FACT: Early adolescents need a distinct feeling of present importance, a relevancy in their lives.

RESPONSE: We place them in "junior high schools," whose very name implies a subordinate status, and then feed them a diet of watered down "real stuff."

FACT: Early adolescents, up to the age of fifteen, continue to show wide variance in skill and conceptual areas strictly due to developmental variances.

RESPONSE: We have used our counseling apparatus to lock children before age fifteen, into four-year programs which will dictate in large part the child's future occupational horizons.

Curiously, it appears that in the face of what we know about early adolescents, we act quite oppositely to that knowledge in most schools... The following recommendations do not demand new, massive, expensive programs to make them work. They are conclusions born of a lifetime of work with early adolescents that any teacher or facilitator can put to work tomorrow in his/her dealing with young people of this age group.

CONCLUSION: Since early adolescents don't fit into neat classifications, don't classify them. At all. Ever. For there is no need to, and there is harm in trying.

CONCLUSION: Since *we* don't know how best to place early adolescents in groups, let *them* place themselves in groups. Since we do know that peer friendship is of prime importance, that at least can be maximized.

CONCLUSION: Since we know so little about early adolescents, we must ask them questions, listen to *their* answers, and formulate programs from that dialogue.

CONCLUSION: Since early adolescents need wide intellectual, affective, emotional, and role experience, we must provide an environment that allows them these experiences.

CONCLUSION: Since early adolescents are newly aware of the intensity of life, we must live openly with them. It keeps alive the trust that they can weather their turbulent times, for they recognize and trust the fact that we did.

CONCLUSION: Be wary of locking early adolescents into roles that you, not they, are comfortable with. They need to experience a wide variety of roles, acceptable and not acceptable, before they can wisely decide in which they wish to venture forth.

CONCLUSION: Take them seriously, but keep yourself in balance. If an early adolescent hurts you, it is a childhood nettle, not an adult thorn.

CONCLUSION: Some early adolescents are verbal and articulate; most are not. Provide varied opportunities for expression and study the results. These acts of expression do speak louder than words.

CONCLUSION: For children newly perceiving a world filled with terror, while at an age of special vulnerability, a community of loving adults makes that world bearable and teaches the efficacy of love.

Appendix A

THUMBNAIL PROGRAM SKETCHES

I. COMMUNITY SERVICE
   - Folwell Junior High School

II. YOUTH TEACHING YOUTH
   - Beige Apron Program
   - Green Chimneys Farm Center
   - Peer Tutoring, Buffalo
   - A Language to Share
   - Junior Curators

III. COMMUNICATION
   - Mark Shichtman's Kids News
   - Children's Express

IV. PROBLEM SOLVING
   - The Dome Project
   - Project ARIES
   - Junior Crime Fighters
   - Peer Caring

V. INTERNSHIPS/INDIVIDUALIZED PLACEMENTS
   - Emeryville Junior Docents

Folwell Junior High Schcol, Minneapolis, Minnesota

Believing that the most meaningful experiences are "real life" challenges, Folwell Junior High School set up a community service program for 8th and 9th grade volunteers. Eighth graders work as tutors in seven elementary schools. Initial training sessions involve teaching and communication skills as well as an introduction to the elementary schools' atmosphere and programs (from "traditional" to "open" classrooms). Students then choose to work in a school which matches their own interests and needs, and define the criteria by which they want to be graded. Ninth graders are released one day a week for at least seven weeks to work with adult professionals in the community at such placements as day care centers, law offices, auto body shops, TV stations, hospitals, homes for the aged, beauty salons and children's health centers. They do not receive credit for their work, but they are evaluated by their site supervisors, and assess the value of their own placements.

Beige Apron Program, Boston, Massachusetts

At Boston's Children's Museum, youth aged eight to sixteen may volunteer to work as museum guides. Trained by the museum's education staff, the young people lead group discussions, show visitors how to participate in the hands-on exhibits and answer general questions. Since 1979, the Beige Apron Program has expanded to include young adolescents defined as being "At Risk" -- youth who have been referred by the courts, or with emotional problems related to physical handicaps or difficult home situations.

Green Chimneys Farm Center, Brewster, New York

At the Green Chimneys Farm Center, emotionally disturbed young people from six to fifteen have the opportunity to lead group tours of the facility for elementary school children and for some adult groups. The Farm Center

is an important part of the residential institution for emotionally disturbed youth. All residents use the farm in some way, but those who show an especially strong interest in farm work and want to share that interest with others may volunteer to work as farm guides. In addition to leading group tours, students also help with a Saturday program for mentally and physically handicapped youth.

Peer Tutoring With Learning and Behavioral Problem Children, Buffalo, New York

In a series of projects, early adolescents with learning disabilities and behavioral problems have tutored young students with similar difficulties. Tutors use techniques developed for learning-disabled children to help their young charges with basic skills in arithmetic, reading, writing, and spelling. In the process, the young tutors have themselves experienced remarkable progress academically and socially. A similar program was developed for early adolescents adjudicated as PINS (Persons In Need of Supervision), in which detention home residents functioned as tutors of elementary school children.

Language to Share, Newton, Massachusetts

In the Language to Share program, students in sixth, seventh and eighth grade bilingual classes teach their language to English-speaking elementary school children. The tutors are trained by their classroom teachers and discuss the tutoring sessions with them. As part of their training, the young adolescents explore their cultural roots. They also study the perspective and needs of younger children, examine patterns of language use and consider approaches for teaching a second language. After observing in primary grade classrooms, the junior high students begin working with their tutees, using many materials they develop themselves. While helping others, these youth strengthen their own skills and gain knowledge, pride and interest in their native language and culture.

Junior Curators, Sioux Falls, South Dakota

The Junior Curator Program was born when a school district's desire to provide quality alternative programs for gifted youth coincided with a museum's wish to involve students in its operation as more than just passive visitors. In Sioux Falls, gifted young adolescents work as volunteer junior curators at the Siouxland Heritage Museums. They

research, design and help put together exhibits and serve as tour guides for school and scout groups. While emphasis is on the learning experience and some students receive academic credit for their museum work, an important part of the Junior Curators Program is active decision-making by the youth involved. The students make decisions concerning project design and what and how they will teach the young children who visit their town's Hall of Science.

Mark Shichtman's Kids News, New York, New York

A TV news broadcast including current topics, a sports report, features, and an editorial does not seem so extraordinary--but on a show aired weekly on Manhattan Cable's Channel D, none of the reporters is older than fourteen. "Mark Shichtman's Kids News" was conceived two years ago by eleven-year-old Mark Shichtman who saw a need to "translate the news so kids can understand it." Today, nine young people, ages ten to fourteen, meet every Thursday at Vidlo Productions to tape the weekly show. Some of the reporters hold part-time jobs to earn the $6.00 a week they must chip in to pay for studio time, and all are enthusiastic about the rewards and responsibilities involved in interpreting and delivering the news to their peers. The young people are aided by a volunteer adult director and by three staff people from Vidlo, but the youth have responsibility for selection and writing of news.

Children's Express, New York, New York

Children's Express, the first nationwide news and feature magazine written by young people, gained national attention in 1976 when its young reporters successfully scooped Jimmy Carter's naming of Walter Mondale as his running mate. Realizing at that point that young people were even more capable than he had anticipated, the Project Director hired a fourteen-year-old young man to be Children's Express' first assistant editor, giving him the responsibility of coordinating the magazine's reporters. Children's Express operates on a per-issue basis, depending on its finances, accepting funding only with the assurance that there will be total non-interference in editorial policy. Through Children's Express, youth from all over the U.S. have been involved in roundtable discussions of issues pertaining to young people and in a wide variety of interviews with adults and youth.

The Dome Project, New York, New York

The DOME Project grew out of one teacher's frustration in trying to work with troubled youngsters in an inner city junior high school. What began as a public alternative school for five junior high school boys has grown to involve more than 250 young men and women (aged eleven to twenty) in various year-round school and non-school activities. The project combines public school accreditation with community-based programming, and has three components: academic, developmental and institutional change.

The academic program allows DOME students to receive academic credit for their activities, both in and outside the classroom. In the classroom, basic academic skills are tailored to the current project. For example, when building a geodesic dome (the project that gave the program its name), math activities focused on the careful measurement and accurate computation skills needed in the dome construction.

The developmental aspect of DOME includes community service projects, cultural programs, and media and recreational programs as well as personal counseling services and work readiness training. The DOME Project serves as a vehicle for institutional change by providing a link between school and community. In addition to designing and building a 32 foot geodesic dome, DOME students have developed and run an arts and crafts boutique, converted an empty lot into a public park and playground, opened a bilingual puppet theatre and established a community garden.

Project ARIES, Charlotte, North Carolina

In 1972, two high school students translated their concern into action when, with the help of the National Council of Christians and Jews, they established Project ARIES to help the Charlotte-Mecklenberg schools deal positively with desegregation. Young adolescents and high school students work in integrated teams or "core groups" in their own schools to plan and implement activities designed to improve relations between Blacks and whites. These activities have included disco dances that use both "Black" and "white" music; cafeteria activities such as "Take a friend (of another race) to lunch"; New Games and sports programs; workshops for student councils; and workshops for teachers.

Involvement in ARIES is voluntary and all participants attend a week-long summer training program which helps them develop leadership skills, problem-solving techniques,

and sensitivity to their peers of different races and backgrounds. Students also attend retreats and meetings throughout the school year for further training. Decisions about all Project ARIES activities are made by the students. Elected leaders are responsible for clarifying and enforcing the strict program guidelines which were developed by students. In addition, student leaders attended an evaluation workshop in April, 1981, to prepare them to conduct an in-depth evaluation of the 1980-81 school year. Their evaluation report will augment anecdotal information collected by Project ARIES staff. In nine years, junior and senior high school students have come a long way in developing mutual understanding and respect among races. The project is a model, too, of the way a school system and a community organization can work together on mutual concerns.

Junior Crime Fighters, Portland, Oregon

When police in Portland, Oregon became concerned with the rise in youth crimes in their city, they established Junior Crime Fighters, a program for young adolescents. The seventh and eighth grade volunteers meet one period a day for three weeks for training by school and police personnel. This is designed to give them the skills and information needed to lead discussions about crime with elementary school children.

Teams of five youth visit a grade school classroom every day for a week and present information on property safety, drugs, school problems, child abuse, vandalism, and shoplifting to the younger students, using such techniques as film , role-playing, and hands-on activities to augment informal discussions. The program's goal is to lower the youth crime rate in Portland through giving youth a feeling of responsibility for their actions. Results are best seen in the attitudes of the Junior Crime Fighters themselves. They exhibit an increased awareness of their own behavior both in and out of school.

The pilot school for the program used to have $300-$400 broken window damage every summer. During the summer of 1980, there was none. Junior Crime Fighters' success has resulted in an increase in the number of participating junior high schools and the establishment of a summer program in which young adolescents are paid to work with younger children in recreation programs in the city.

Peer Caring Program, Hartsdale, New York

An interesting aspect of the Hartsdale School System's approach to peer help is the provision for older students to help younger ones gain the skills to help themselves. Teenagers from Woodland High School's Rap Room work with Bailey Junior High school students in their Peer Caring Program.

High school students help train the younger adolescents and act as facilitators for the small groups which are called "magic circles". The junior high students, in turn, take their "magic circles" to elementary classrooms and act as facilitators in the discussions of young children. The magic circle is the crux of Bailey Junior High's concept of peer caring. Two high school students work with groups of ten to twelve young adolescents with a series of "wheels" -- incomplete sentences designed to trigger discussion of issues of concern to this age group. Beginning with a typical wheel: "A time when I felt really proud of myself..." might lead students into a discussion of a variety of topics. Though any discussion might vary in length, depth, and intensity and veer off on any number of tangents, the peer caring program is carefully structured, allowing young adolescents to tackle only problems they are equipped for. Bailey's Peer Caring Program was developed by the school psychologist who is director of the high school's Rap Room. Students may register for the elective course during the school year or may enroll for a ten week summer training program. Students follow a developmentally sequential curriculum, studying personality and helping theories in an experiential framework. The director stresses that the Peer Caring concept operates differently from the more free-wheeling Rap Room at the high school level.

Emeryville Junior Docents, Emeryville, California

Since 1971, gifted third to eighth graders have worked alongside professionals at the University of California's Botanical Gardens and Lawrence Hall of Science. At the Botanical Gardens, students are introduced to the gardens, learning about botany, ecology, plant grafting, weather and insects. Study at the Hall of Science focuses on the arts and sciences; some students construct simple motors, while others study butterflies with an entomologist.

After a semester of study with professional employees on the job site once a week, students select an area of interest

and begin to conduct tours for visiting elementary school groups. Embracing a multi-ethnic group of low-income children, the Emeryville Junior Docent Program provides an opportunity for students to explore their abilities and stretch their aspirations. Getting to know the teachers and college students who act as mentors, and having an opportunity to help conduct the business of established institutions, enables the Junior Docents to learn through experience. The world of work becomes a real part of the students' view of the world and of themselves.

Appendix B

Addresses and contact people for the programs described in Section II are:

1. Community Service and Career Exploration Program
   Shoreham-Wading River Middle School
   Randall Road
   Shoreham, NY 11786

   Contact: Winifred E. Pardo, Community Service Coordinator

2. Peer Tutoring Program
   Woodview Junior High School
   901 N. Post Road
   Indianapolis, IN 46229

   Contact: Michael Amos, Project Director
   or
   Dr. Gary Phillips
   IDEA
   9301 E. 18th Street
   Indianapolis, IN 46229

3. GUTS (Government Understanding for Today's Students)
   Intermediate School 139
   345 Brook Avenue
   Bronx, NY 10454

   Contact: Walter Kurtzman, Assistant Principal

4. Cooperative Science Education Program (CSEP)
   New York University Medical Center
   School of Medicine
   Office of Urban Health Affairs, Room 521
   342 E. 26th Street
   New York, NY 10016

   Contact: Nettie Zachary, Program Director
   or
   Dean Remoundos, Co-Director and Science Teacher

5. Junior Historian Club
   Robert L. Vann School
   Holloman Street
   Ahoskie, NC 27910

   Contact: Peggy Lowe, Vann School teacher
   or
   Elizabeth Roberson, Project Director
   Alliance for Progress, Inc.
   Route 1, Box 335
   Colerain, NC 27924

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Appendix D

NCRY PUBLICATIONS

YOUTH PARTICIPATION-A CONCEPT PAPER. Description and rationale for Youth Participation. Discussion of barriers and program examples. $5.00

YOUTH COUNSELS YOUTH MANUAL. Introductory how-to manual on peer co-counseling, with a sampling of successful projects. $4.00

YTY TUTOR'S HANDBOOK. A help in planning what tutor and tutee will be doing together. $2.00

YTY SUPERVISOR'S MANUAL. A guide for the person initiating a YTY program. $3.50

YTY MANUAL FOR TRAINERS. Tutor training manual outlining 16 training workshops. $4.00

RESOURCES FOR YOUTH, newsletter. Each issue describes ten to fifteen Youth Participation projects; includes reports by experts, research, funding and resource information. $6.00 (one-time fee)

NCRY REPORTS

NCRY's Clearinghouse has detailed case studies of selected programs specifically involving the early adolescent. Clearinghouse reports are from four to eight pages long, and include project background, activities of youth and key adults, structure, and hints for implementation. Cost for reports listed here is $2.00 each.

MARK SHICHTMAN'S KIDS NEWS. Nine young people write, interpret and deliver the news once a week on cable television.

GREEN CHIMNEYS FARM CENTER. Emotionally disturbed students at a residential treatment center serve as farm guides for visiting groups from schools and community.

BEIGE APRON PROGRAM. Young people work as museum guides in a children's museum; many of them are identified as being "at risk."

JR. CRIME FIGHTERS. Trained seventh and eighth graders lead discussions about crime in elementary school classes.

PEER TUTORING WITH LEARNING AND BEHAVIORAL PROBLEM CHILDREN. In a series of projects, students with learning disabilities and behavioral problems have tutored young students with similar difficulties.

CHILDREN'S EXPRESS. The first nationwide news and feature magazine written by young people involves youth reporters (age 13 and under) and editorial assistants (ages 14 to 17).

BY KIDS FOR KIDS TOY COMPANY. Junior high school students handcraft wooden toys and other items and sell them to retail stores.

THE DOME PROJECT. Begun as a public junior high school alternative class, this project now combines public school accreditation with community-based programming.

JUNIOR CURATORS. Junior high school students, most from a gifted and talented program, work as volunteer junior curators at a cultural heritage museum.

EMERYVILLE JUNIOR DOCENT PROGRAM. Gifted youth in grades 3 to 8 work as docents at a university botanical garden.

PROJECT ARIES. Junior and senior high school students, working in core groups in their own schools, plan and implement activities designed to improve relations between Blacks and whites.

NOTE: Inevitably, some projects go out of existence or change from the time we have written our case study. Most readers find that the information about projects is useful to them, whether or not they continue to operate in exactly the same form.

The National Commission on Resources for Youth
The National Commission on Resources for Youth was founded in 1967 as an independent, non-profit organization to expand opportunities for young people to assume active, responsible roles in their communities—what NCRY calls Youth Participation. In programs of Youth Participation youth gain direct experience in the real world, making decisions, working in partnership with their peers and with adults, and meeting genuine community needs. A comprehensive Youth Participation program also provides for youth to reflect critically on their experience, and to study related subject matter. NCRY seeks out, promotes, and assists Youth Participation programs that recognize the capabilities and developmental needs of young people.

This publication was prepared by Joan Schine, NCRY Project Director for the Early Adolescent; with Barbara Shoup and Diane Harrington.

Executive Director of NCRY: Peter Kleinbard

Photo credits

Pages iv, v: Urban Arts Project in Deafness, Watertown, MA; pp. vi, 3, 17, 19, 21, 23, 39, 44, 45, and Dance photos from Community School District 4, New York City, pp. i, 2, 4, 30 and 32: Maria R. Bastone; p. 6: Alfonso Barrios; pp. 7, 38: Beige Apron Program, Boston, MA; pp. 9, 11: Diane Harrington; pp. 13, 15: Yearbook Staff, Woodview Junior High School, Indianapolis, IN; p. 28: Bruce Dollar; p. 31: Eve Stroh; p. 48: Peter Kleinbard. Illustration, p. 23: Junior Historian Club, Ahoskie, NC.